

VISIT...

LANZAROTE
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MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Long Ago and Today* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What does Adam ask Great Grandma about? (TV and airplanes)

Did Great Grandma have TV? (no)

How did Great Grandma travel? (on a train)

If time permits, repeat the steps above using part 2 of the passage, *Long Ago and Today*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle and spread out the game cards face down. Have the child draw two cards, read the words, and tell you whether the words are opposites (antonyms). If the child is correct and the words are opposites, he/she gets to keep the cards and go again. If the child is incorrect or the words are not opposites, he/she turns the cards over and it is your turn. Repeat the game as time permits.

Part 1

"Great Grandma, what was it like long ago?
Did you watch TV when you were young?"
said Adam.

"No, dear Adam, we did not have TV.
I listened to the radio when I was young,"
said Great Grandma.

"Great Grandma, did you fly in an airplane
when you were young?" said Adam.

"No, dear Adam, we did not fly in airplanes.
I rode on a train when I was young,"
said Great Grandma.



Part 2

"Great Grandma, what was it like long ago?
Did you play video games when you were
young?" said Adam. 8 16 19

"No, dear Adam, we did not have
video games. 26 28

I played board games when I was young,"
said Great Grandma. 36 39

"Great Grandma, were you happy when
you were young?" asked Adam. 45 50

"Yes, Adam, I was happy when I was young.
I had a grandma who loved me just like I
love you," said Great Grandma. 59 69 74

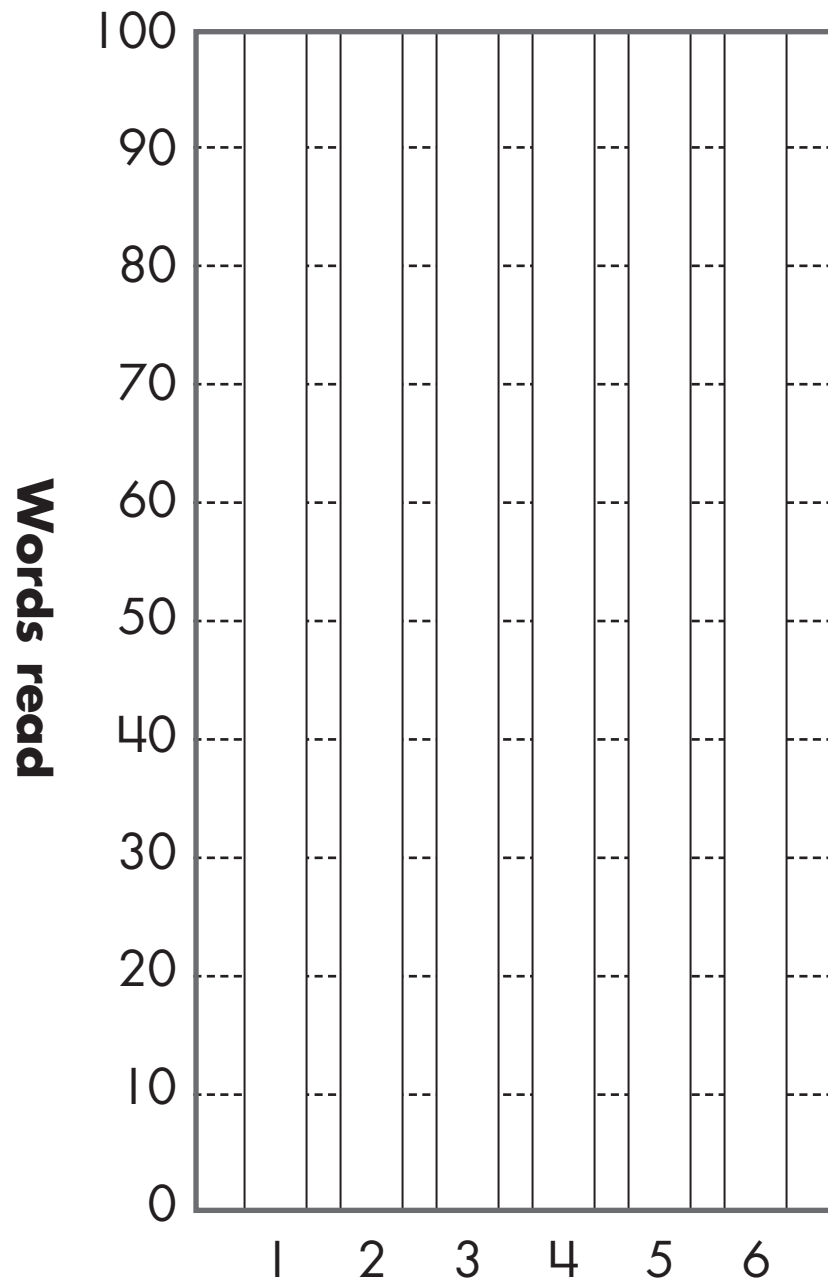


Fluency

Repeated Reading Bar Graph

Lesson G-5

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



yes

no

young

old

long

short

happy

sad

love

hate

before

after

first

last

early

late